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ABSTRACT

This bibliography provides citations to studies of word/letter frequencies and vocabulary applications based on issues of word frequency. While the original intent was to gather information pertinent to developing communication board vocabularies for argumentative communication systems, these resources should be useful for a variety of word frequency applications, including developing social resources and textbooks, estimating relative difficulty of sets of words, developing core vocabulary lists, etc. Its contents include: "Spoken Production Data," "Text Analysis--Original Word Frequency Data," "Comparison/Compilation of Other Frequency Studies," "Vocabulary Frequency Information for Special Populations," "Technical/Specialized Word Frequency Studies," "Diary-Based Vocabulary Studies," "Letter/Syllable Frequency Analysis," "Semantically-Based Frequency Analysis," "Methods and Theories of Vocabulary Frequency Analysis," "Differences in Word Frequency and Use by Communicative Mode," "Bibliographies/Reviews of Vocabulary Frequency Studies," "Selected Master's Theses Related to Word Frequency Analysis," and "Ph.D. Dissertations and Unpublished Papers Related to Vocabulary Frequency." (JDD)

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BIBLIOGRAPHY OF VOCABULARY FREQUENCY AND WORDSET ANALYSIS STUDIES

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Bibliography of Vocabulary Frequency and Wordset Analysis Studies

Version 2.0
June, 1986

compiled by

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BIBLIOGRAPHY UPDATE REQUEST SHEET

The maintenance and distribution of this bibliography is part of a series of on-going vocabulary projects conducted at the Trace Center. We are therefore interested in any further resources and references in the area of wordset or vocabulary analysis. We are particularly interested in:

- additional references concerning the topic areas listed in this bibliography;
- additional topic areas that should be covered in the bibliography, as well as any references in those areas;
- practical application tips and other research implications for information of this type;
- any other comments or suggestions.

This bibliography, and future revisions of it, will be available from the Trace Center's Reprint Service. If you would like to be informed of new revisions as they are published, please check the box at the bottom of this page and return it to the Trace Center.

Thank you for your interest and help.

Cynthia Cress
Project Coordinator

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Introductory Notes to Bibliography

Version 2.0
June 1986

This bibliography is a collection of studies of word/letter frequencies and vocabulary applications based on issues of word frequency. The original purpose was to gather together a range of information pertinent for the development of communication board vocabularies for augmentative communication systems. Often, the choice of what vocabulary to code for a communication device depends in part on what vocabulary is used most frequently by other groups of persons in similar contexts. The relevance of a particular vocabulary for a user may depend largely on the accuracy of match between predicted vocabulary characteristics and actual communicative needs of the user. The more specific our information on typical vocabulary production in all of the settings in which the communicative system will be used, the better our ability to apply normative data to predict actual vocabulary use.

While the topic areas for this bibliography were chosen to pertain to the development of communication vocabularies, these resources should be useful for persons interested in any application of word frequency information, including development of school resources and textbooks, estimating relative difficulty of sets of words or reading materials, developing core vocabulary lists for specific topics or populations, or prediction of changes in word use with various adaptations of the communicative setting. Topics include surveys of vocabulary studies of both normal and disabled populations for various population samples (children, college students, adults, professionals), communication modes (speech, writing, printed texts), settings (school, home, office, public places), and tasks (free speech/writing, conversation, formal themes or speeches). The bibliography includes frequency studies by special topics, such as technical vocabularies, special population vocabulary use, letter and syllable frequencies, effects of communicative mode of frequency, and cognitive and semantic issues related to frequency of word use.

Some of the sections are not intended to be exhaustive surveys of available references on a given topic, and are noted instead as 'selected references' in the explanatory paragraph. Other bibliographic sources, such as those listed in Section XII, may be useful for additional references in areas not addressed by this bibliography. Further references will be added periodically as available and appropriate to topic areas covered.

This bibliography document was prepared with support from grant G008300 045 from the National Institute of Handicapped Research, Office of Special Education and Rehabilitative Services, United States Department of Education.

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I. Spoken Production - Original Frequency Data

This section lists reports of original surveys of the relative frequency of words/phrases in connected speech. Contexts for collecting samples of speech include face-to-face conversations, telephone conversations, picture descriptions, and formal speeches. Studies also vary according to speaker age, topic of communication, sampling and analysis techniques, and extent of data reported. References in this section are assigned a letter code based on the type of frequency information available in the report cited (although more detailed information may be available in another source), as follows:

- A - study reports absolute frequency of occurrence in sample for each word listed in the paper
- A* - study reports absolute frequency of all words included in sample, including words of low frequency of occurrence
- B - study reports only relative rank of words, or relative frequency by groups of words, (e.g. by 100's) instead of individual frequency
- C - study reports selected or core (most frequent or important) wordlists with no report of relative frequency or rank of words
- D - study reports only number of words produced in sample, with no wordlists or individual frequency data reported

(A) Allen, D.E. & Guy, R.F. (1974) Conversational Analysis: The Sociology of Talk, The Hague: Mouton.

(D) Beier, E.G., Starkweather, J.A., & Miller, D.E. (1967) Analysis of word frequencies in spoken language of children. Language and Speech, 10, 217-227.

(A*) Berger, K. (1967). The most common words used in conversations. Journal of Communicative Disorders, 1, 201-214.

(A) Berger, K. (1967) Conversational English of university students. Speech Monographs, 34, 65-73.

(A*) Black, J.W. & Ausherman, M. (1955) The Vocabulary of College Students in Classroom Speeches, Columbus: Ohio State Univ. Press.

(B) Burroughs, G.E.R. (ed.) (1957) A Study of the Vocabulary of Young Children, Edinburgh: Oliver and Boyd.

(A) Cameron, P. (1969) Frequency and kinds of words in various social settings, or what the hell's going on? Pacific Sociological Review, 12, 101-104.

(A) Cameron, P. (1970) The words college students use and what they talk about. J. Comm. Dis, 3, 36-46.

(A*) Dahl, H. (1979) Word Frequencies of Spoken American English, Essex, Ct.: Verbatim.

(A) Fossum, E.C. (1944) Analysis of the dynamic vocabulary of junior college students. Speech Monographs, 11, 88-96.

(A) French, N., Carter, C., & Koenig, W. (1930) The words and sounds of telephone conversations. Bell System Technical Journal, 9, 290-324.

(A) Hart, N.W.M., Walker, R.F., & Gray, B. (1977) The Language of Children: A Key to Literacy, Reading, Mass.: Addison-Wesley Publishing Co.

(B) Harwood, F.W. (1959) Quantitative study of the speech of Australian children. Language and Speech, 2, 236-271.

(A*) Hipskind, N. & Nerbonne, G.P. (1970). The most common words used in conversations: Western Massachusetts. J. Comm. Dis., 3, 47-58.

(A) Hopkins, C.J. (1979) The spontaneous oral vocabulary of children in grade one. Elementary School Journal, 79, 240-249.

(C) Horn, E. (1925) The commonest words in the spoken vocabulary of children up to and including six years of age. The Twenty-Fourth Yearbook of the National Society for the Study of Education, Part I, pp. 186-198.

(A*) Howes, D. (1966). A word count of spoken English. Journal of Verbal Learning and Verbal Behavior, 5, 572-604.

(A*) Jay, T.B. (1980). A frequency count of college and elementary school students' colloquial English., JSAS: Catalog of Selected Documents in Psychology, 10, 1. (Ms. No. 1989).

(A) Jones, L. & Wepman, J. (1966) A Spoken Word Count, Chicago: Language Research Associates.

(A*) Moe, A.J., Hopkins, C.J. & Rush, R.T. (1982) The Vocabulary of First-Grade Children, Springfield, Ill.: Charles C. Thomas Publ.

(A*) Murphy, H.A. et. al, (1957) The spontaneous speaking vocabulary of children in primary grades. Boston University Journal of Education, 140(2), 1-103.

(A) Schonell, F., Meddleton, I., Shaw, B., Routh, M., Popham, D., Gill, J., Mackrel, G., & Stephens, C. (1956) A Study of the Oral Vocabulary of Adults, Research Study No. 1, Brisbane: University of Queensland Press, and London: University of London Press.

(B) Vernon, P.E. (1926) Vocabulary of Scottish children. Studies in Reading, Scottish Council on Research in Education, 1, 94-123.

(A) Voelker, C. (1942) The one-thousand most frequent spoken words. The Quarterly Journal of Speech, 28, 189-197.

(A) Wepman, J. & Hass, W. (1969) A Spoken Word Count: Children Ages 5, 6 and 7. Chicago: Language Research Associates.

(C) Wepman, J.M. & Lozar, B. (1973) The most frequently used words of spoken English, Journal of Psycholinguistic Research, 2, 129-136.

(D) Zyve, C.T. (1927) Conversation among children. Teacher's College Record, 29, 46-61.

II. Written Production - Original Data

This section lists reports of original surveys of the relative frequency of words/phrases in samples of written communication. Written samples collected in these studies include personal letters, business letters, essays, and other school papers. Studies also vary according to subject age, topic of communication, sampling and analysis techniques, and extent of data reported. This section includes only written communication by individuals, one sample per person; studies analyzing printed texts and newspapers are listed in Section III. References in this section are assigned a letter code based on the type of frequency information available in the report cited (although more detailed information may be available in another source), as follows:

- A - study reports absolute frequency of occurrence in sample for each word listed in paper
- A* - study reports absolute frequency of all words sampled, including words of low frequency of occurrence
- B - study reports only relative rank of words, or relative frequency by groups of words, (e.g. by 100's) instead of individual frequency
- C - study reports selected or core (most frequent or important) wordlist, with no report of relative frequency or rank of words
- D - study reports only number of words produced in sample, with no wordlists or individual frequency data reported

(A) Anderson, W.N. (1917) Determination of a spelling vocabulary based upon written correspondence. University of Iowa Studies in Education, 2(1), 5-65.

(A) Ayres, L.P. (1915) A Measuring Scale for Ability in Spelling, N.Y.: Russell Sage Foundation.

(A) Brittain, F.J. & Fitzgerald, J.A. (1942) The vocabulary and spelling errors of second-grade children's themes, Elementary English Review, 19, 41-50.

(A) Cook, W. & O'Shea, M. (1914) The Child and His Spelling, Indianapolis: Bobbs-Merrill Co.

(D) Clarke, W.F. (1921) Writing vocabularies. Elementary School Journal, 21, 349-351

(A) Edwards, R.P.A., Gibbon, V., Mason, S.C. (1964) Words Your Children Use, Burke: London.

(A) Elkana, I.M. (1951) Teacher's Reference Word List: A Study of Word Counts and Vocabulary Selection, State of Israel Ministry of Education and Culture: Education Department.

(A) Fitzgerald, J. (1934) The vocabulary of children's letters written in life outside the school, Elementary School Journal, 34, 358-370.

(A) Fitzgerald, J. (1938) The vocabulary and spelling errors of third-grade children's life-letters. Elementary School Journal, 38, 518-527.

(A) Gunderson, A.G. (1943) Writing vocabularies of seven-year-olds. Elementary School Journal, 43, 590-600.

(A) Horn, E. (1926) A basic writing vocabulary: 10,000 words commonly used in writing. University of Iowa Monographs in Education, Series 1(4).

(B) Horn, E. (1926) The 3009 commonest words used in adult writing. Fourth Yearbook of the Department of Superintendence, 146-172.

(A) Houser, J.D. (1917) An investigation of the writing vocabularies of representatives of an economic class. Elementary School Journal, 17, 708-718.

(C) Jones, W.F. (1915) Concrete Investigation of the Material of English Spelling, Vermillion: University of South Dakota.

(C) Lorenz, E. (1931) The writing vocabulary of third grade children. Elementary English Review, 8, 21-22,24.

(A*) Richardine, S. & Wilson, F. (1938) A reading activity in grade one. Elementary English Review, 15, 170-178.

(A) Rinsland, H. (1945) A Basic Vocabulary of Elementary School Children. N.Y.: Macmillan & Co.

(A) Roberts, B.E. (1941) Thinking, writing, growing. Elementary English Review, 18, 13-16, 28, 30.

(B)Smith, H.J. (1914) Words used spontaneously by pupils. In Cook & O'Shea, The Child and His Spelling, Indianapolis: Bobbs-Merrill.

(A) Smith, J.H. (1935) The vocabulary of children based on an investigation of written papers selected from pupils' daily work in various subjects of the curriculum. Bulletin of the State Teachers College, Oshkosh, WI:Oshkosh State Teacher's College.

(B) Tidyman, W.F. (1921) Survey of the writing vocabularies of public school children in Connecticut. U.S. Bureau of Education Teacher's Leaflet No. 15, Washington: Department of the Interior.

III. Text Analysis - Original Word Frequency Data

This section lists reports of original surveys of the relative frequency of words/phrases in samples of printed texts and newspapers. Types of text samples collected in these studies include pre-primers and grade school reading books, textbooks, novels, magazine articles, newspaper articles, poetry, comic strips, spellers and vocabulary lists. Studies also vary according to target audience of text, topic of materials, sampling and analysis techniques, and extent of data reported. References in this section are assigned a letter code preceding the citation, based on the type of frequency information available in the report cited (although more detailed information may be available in another source).

- A - study reports absolute frequency of occurrence in sample for each word listed in paper
- A* - study reports absolute frequency of all words sampled, including words of low frequency of occurrence
- B - study reports only relative rank of words, or relative frequency by groups of words, (e.g. by 100's) instead of individual frequency
- C - study reports selected or core (most frequent or important) wordlist, with no report of relative frequency or rank of words
- D - study reports only number of words produced in sample, with no wordlists or individual frequency data reported

Additional bracketed letter codes following some entries indicate whether the information reported is also organized according to difficulty levels by grade level recommendations (G) and/or for use in spelling lists (S).

(B) Ayer, F.C. (1945) A Study of High School Spelling Vocabulary, Austin TX: Steck Co. (S)

(C) Beck, M.M. (1929) The vocabulary of first readers. Peabody Journal of Education, 6, 224-227.

(C) Berglund, A.O. (1937) A reading vocabulary for the fourth grade. Journal of Educational Research, 31, 172-180.

(D) Betts, E.A. (1939) A study of the vocabularies of first grade basal readers. Elementary English Review, 16, 65-69,73.

(B) Betts, E.A. (1940) Spelling Vocabulary Study: Grade Placement of Words in Seventeen Spellers, N.Y.: American Book Co. (G, S)

(A*) Carroll, J., Davies, P., & Richman, B. (1971) American Heritage Word Frequency Book, Boston: Houghton-Mifflin Co.

(A) Curtis, H.A. (1938) Wide reading for beginners. Journal of Educational Research, 32, 255-262.

(A) Dewey, G. (1923) Relativ Frequency of English Speech Sounds, Cambridge: Harvard University Press.

(A) Durr, W. (1973) Computer study of high frequency words in popular trade juveniles. The Reading Teacher, 27, 37-42.

(B) Durrell, D. (1940) Improvement of Basic Reading Abilities, Yonkers-on-Hudson: World Book Co., pp. 345-391.

(A) Eldridge, R.C. (1911) Six Thousand English Words: Their Comparative Frequency and What Can Be Done With Them, Niagra Falls, N.Y.:

(A) Francis, W.F. (1965) A standard corpus of edited present-day American English. College English, 26, 267-273.

(B) Fullmer, D. & Kolson, C. (1961) A beginning reading vocabulary. Journal of Educational Research, 54, 270-272.

(B) Gates, A. (1935) A Reading Vocabulary for the Primary Grades. N.Y.: Bureau of Publications, Columbia University.

(B) Gentry, L. (1950) A study of the vocabulary load of sixty-six pre-primers. Journal of Educational Research, 43, 525-532.

(A) Gregory, C.A. (1923) The reading vocabularies of third-grade children. Journal of Educational Research, 7, 127-131.

(A) Gross, A. (1934) A preprimer vocabulary study. Elementary School Journal, 35, 48-56.

(B) Harris, A.J. & Jacobson, M.D. (1972) Basic Elementary Reading Vocabularies, London: Macmillan Co.

(C) Hill, G.E. (1943) The vocabulary of comic strips. Journal of Educational Psychology, 34, 77-87.

(A) Hockett, J.A. (1938) The Vocabularies and Contents of Elementary School Readers, Sacramento: California State Printing Office.

(D) Hockett, J.A. & Neeley, D.P. (1936) A comparison of the vocabularies of thirty-three primers. Elementary School Journal, 37, 190-202.

(D) Hockett, J.A. & Neeley, D.P. (1937) The vocabularies of twenty-eight first readers. Elementary School Journal, 37, 344-352.

(A) Housh, E.T. (1918) Analysis of the vocabularies of ten second-year readers. Seventeenth Yearbook of the National Society for the Study of Education, Section I, Chapter IV, 40-46.

(C) Irmina, Sister M. (1929) An evaluation of the vocabulary content of twelve series of primary readers. Catholic University of America Educational Research Bulletins, 4(7), 3-51.

(B) Johnson, D. & Barrett, T. (1971-2) Johnson's basic vocabulary for beginning reading and current basal readers: Are they compatible? Journal of Reading Behavior, 4, 1-9.

(A) Jones, R.G. (1915) Standard vocabulary. Fourteenth Yearbook of the National Society for the Study of Education, Chapter IV, Section I, 37-43.

(C) Jude, Sister (1926) Six and seven year old children's acquaintance with the vocabulary of comics. Studies in Reading, Scottish Council on Research in Education, Vol. 1, 208-212.

(B) Kearney, N. (1950) An analysis of the vocabulary of first grade reading material. Journal of Educational Research, 43, 481-493.

(A) Knowles, Rev. J. (1911) The 353 most frequently occurring words in an aggregate of 100,000 words, made from passages from the English Bible and various authors. In Eldridge, R.C. Six Thousand Common English Words, Niagra Falls, N.Y.

(B) Krantz, L.L. (1945) The Author's Word List for the Primary Grades, Minnesota: Curriculum Research Co.

(A*) Kucera, H. & Francis, W.N. (1967) Computational Analysis of Present-Day American English, Providence: Brown University Press.

(A) Langston, R. (1941) A core vocabulary for preprimer reading. Elementary School Journal, 41, 766-773.

(C) MacLatchy, J.H. & Wardwell, F.R. (1951) A list of common words for first grade, Educational Research Bulletin, 30, 151-159.

(C) Moe, A.J. (1973) Word lists for beginning readers. Reading Improvement, 10, 11-15.

(C) Olson, A.V. (1965) An analysis of the vocabulary of seven primary reading series, Elementary English, 42, 261-264.

(A) Packer, J.L. (1921) The vocabularies of ten first readers. The Twentieth Yearbook of the National Society for the Study of Education, Section I, Chapter IX, 127-151.

(B) Pulliam, R.A. & Watson, K. (1946) A basic phrase list for use in reading instruction. Elementary School Journal, 46, 513-518.

(D) Selke, E. (1929) A study of the vocabulary of ten spellers. Elementary School Journal, 29, 767-770.

(D) Spache, G. (1941) Problems in primary book selection. Elementary English Review, 18, pp. 5-12, 52-59, 139-148, 154.

(B) Stone, C.R. (1936) Better Primary Reading, St. Louis: Webster Publ. Co.

(D) Stone, C.R. (1942) A vocabulary study based on 107 primary-grade books. Elementary School Journal, 42, 452-455.

(A*) Thorndike, E. (1921) The Teacher's Word Book of 10,000 Words, N.Y.:Teacher's College, Columbia University.

(A*) Thorndike, E. (1931) The Teacher's Word Book of 20,000 Words, N.Y.:Teacher's College, Columbia University.

(D) Thorndike, E.L. (1936-7) The vocabulary of books for children grades 3 to 8. Teacher's College Record, 38, 416-429.

(A*) Thorndike, E. & Lorge, I. (1944) The Teacher's Word Book of 30,000 Words, N.Y.:Teacher's College, Columbia University.

(A) Vernon, P.E. (1926) Word counts of infant readers. Studies in Reading, Scottish Council on Research in Education, Vol. 1, 124-171.

(B) Wheeler, H. & Howell, E. (1930) A first-grade vocabulary study. Elementary School Journal, 31, 52-60.

(B) Wright, C.W. (1965) An English Word Count: 1965. Research Series No. 15, Pretoria: National Bureau of Educational and Social Research.

(A*) Zettersten, A. (1978) A Word-Frequency List Based on American English Press Reportage, Copenhagen: University of Copenhagen.

IV. Comparison/Compilation of other frequency studies - not original reports

This section lists articles which discuss the relative frequency of words/phrases based on data derived from other sources than direct analysis of original data. These other sources of information include reports of spoken, written, or textual vocabulary frequency analysis cited from another primary research article, as well as judgements of the relative importance of vocabulary items based on personal experience. Some articles in this section are side-by-side comparisons of relative frequencies or ranking of words across different studies, others compile information from several studies to form a single wordlist, while others recommend core vocabularies (based at least in part on frequency considerations) of important words for a certain purpose. Studies vary according to purpose of comparison/compilation, topics and types of materials utilized, sampling and analysis techniques, and extent of data reported. References in this section are divided into four subsections based on the type of frequency information available in the report cited, as follows:

- A - studies report absolute frequency of occurrence in sample for each word listed in paper
- B - studies report only relative rank of words, or relative frequency by groups of words, (e.g. by 100's) instead of individual frequency
- C - studies report selected or core (most frequent or important) wordlist, with no report of relative frequency or rank of words
- D - studies report only number of words produced in sample, with no wordlists or individual frequency data reported

Additional bracketed letter codes following some entries indicate whether the information reported is also organized according to difficulty levels by grade level recommendations (G) and/or for use in spelling lists (S).

A. Comparison/compilation with individual word frequency reported

Card, W. & McDavid, V. (1966) English words of very high frequency. College English, 27, 596-604.

Card, W. & McDavid, V. (1965) Frequencies of structure words in the writing of children and adults. Elementary English, 42, 878-882, 894.

Dolch, E.W. (1951) Tested word knowledge vs. frequency counts. Journal of Educational Research, 44, 457-470.

Faucett, L. & Maki, I. (1932) A Study of English Word-Values Statistically Determined from the Latest Extensive Word-Counts. Tokyo: Matsumura Sanshodo.

Hudelson, E., Stetson, F.L., Woodyard, E., Briggs, T.H. & Kelley, T.L. (1920) Sixteen spelling scales: Standardized in sentences for secondary schools. Teacher's College Record, 21, 337-391.

Johnson, D. (1971) A basic vocabulary for beginning reading. Elementary School Journal, 72, 29-34.

Rowe, C.E. (1935) An authoritative word list. The Business Education World, 15, 703-708.

B. Compilation/Core Vocabularies including rank/group data only

Ashbaugh, E.J. (1919) The Iowa Spelling Scales: Their Derivation, Use and Limitations, Bloomington, Ill.:Public School Publishing Co. (G, S)

Bongers, H. (1947) The History and Principles of Vocabulary Control: Parts I and II, Wocopi: Woerden.

Bongers, H. (1947) The History and Principles of Vocabulary Control: Part III - The K.L.M. List, Woerden: Wocopi. (G)

Buckingham, B.R. & Dolch, E.W. (1936) A Combined Word List, Boston: Ginn & Co.

Durrell, D. (1934) A vocabulary for corrective reading. Elementary English Review, 11, 106-109. (G)

Durrell, D. & Sullivan, H.B. (1938) Vocabulary instruction in the intermediate grades. Elementary English Review, 15, 138-145, 185-198. (G)

Fitzgerald, J.A. (1934) Letters written outside school by children of the fourth, fifth, and sixth grades: A study of vocabulary, spelling errors, and situations. Iowa Studies in Education, 9, 3-48. (G)

Fitzgerald, J.A. (1936) The overlap of child and adult writing vocabularies. Journal of Experimental Education, 4, 364-367.

Fitzgerald, J.A. (1941) A crucial core vocabulary in elementary school language and spelling. American School Board Journal, 103, 22-24. G, S

Fitzgerald, J.A. (1951) A Basic Life Spelling Vocabulary, Milwaukee: Bruce Publishing Co.

Fitzgerald, J.A. (1963) An integrating basic communication vocabulary. Elementary English, 40, 384-389.

Fry, E. (1957) Developing a word list for remedial reading. Elementary English, 30, 456-458. (G)

Fry, E. (1960) Teaching a basic reading vocabulary. Elementary English, 37, 38-42. (G)

Greene, H.A. (1955) The New Iowa Spelling Scale, Iowa City: State University of Iowa. (G, S)

Kyte, G.C. (1953) A core vocabulary in the Language Arts. Phi Delta Kappan, 34, 231-234.

Lowe, A.J. & Follman, J. (1974) Comparison of the Dolch List with other word lists. The Reading Teacher, 28, 40-44.

Otto, W. & Chester, R. (1972) Sight words for beginning readers. Journal of Educational Research, 65, 435-443.

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V. Vocabulary Frequency Information for Special Populations

This section lists reports of wordlists and vocabulary frequency information for specified populations (other than groups of non-disabled children or adults). Sources of information for articles include original data of spoken or written production, recommended core wordlists, or principles of wordlist selection based on frequency data for a given population. Special populations discussed include persons who have cerebral palsy, mental retardation, deafness, psychological disorders, aphasia, physical disabilities, and cultural disadvantage. Studies vary according to ages of populations sampled, form and topics of communication, sampling and analysis techniques, and type of data presented.

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VI. Technical/Specialized Word Frequency Studies

This section lists reports of frequencies of words commonly used in limited contexts, such as technical or educational settings. Articles may include reports of original frequency data or compiled/created lists of words particularly common for a given setting, and vary in topics, sources of information, and data collection and analysis methods. Examples of specific sources of information analyzed in these reports include professional and military letters, scientific and technical papers, radio broadcasts, literature, encyclopedias, textbooks and materials for various subjects addressed in school classrooms. For additional information on relative frequencies of vocabulary common to specific educational subjects (such as social studies or mathematics), see:

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VII. Diary-Based Vocabulary Studies

This section lists reports of wordlists and frequencies derived from samples of spoken or written production from a single child. Most of these studies are compilations of information on children's speech gathered by the investigators in a speech diary, either at a particular age or compared over a longer period of time. Ages of children sampled in these studies range from eighteen months to over six years of age, with some studies comparing a child's productive vocabulary development at different ages. Many of these studies list all words produced by the child, but only a few include individual frequency data for each word.

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Nice, M.M. (1932) An analysis of the conversation of children and adults. Child Development, 3, 240-246.

Pelsma, J.R. (1910) A child's vocabulary and its development. Pedagogical Development, 17, 328-369.

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VIII. Letter/Syllable Frequency Analysis

This section lists reports of original surveys of the relative frequency of letters, sounds, syllables and combinations of letters. Various studies report letter and syllable frequencies according to word position (initial, medial, final), word length, relationship to other letters or words, or overall letter frequencies or combinations. Often, letter/syllable frequencies are reported as units of various lengths, such as frequencies of bigrams (2-letter units), trigrams (three-letter units), up to ngrams (units of unspecified length). Information reported for these units may be absolute frequencies, relative rank orders of occurrence, or versatility of positions in which they occur. Sources from which reported information is gathered includes conversational speech, written production, text or dictionary analysis.

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Voelker, C.H. (1935) Technique for a phonetic frequency distribution count in formal American speech. Archives Neerlandaises de Phonetique Experimentale, 11, 69-72.

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IX. Semantically-Based Frequency Analysis

This section includes selected references concerning the relationship of word meaning and vocabulary frequency. Some studies provide original frequency data; others compile wordlists according to grammatical or functional properties of words, or discuss theories and potential wordlists based on principles of vocabulary organization and simplification. Topics in this section include the following:

A. Wordlists/Frequency Studies Organized by Word Meanings (including some separate frequency lists for various dictionary definitions of words)
B. Basic English and Semantically Simplified Wordlists (i.e. using a limited set of words to represent multiple concepts)
C. Readability or Word Difficulty Analysis (including formulas and principles to analyze semantic difficulty of words and written text)

A. Wordlists/Frequency Studies Organized by Word Meanings

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Kelly, E.F. & Stone, P.J. (1975) Computer Recognition of English Word Senses, Amsterdam: North-Holland Publishing Co.

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B. Basic English and Semantic Simplification Wordlists

Faucett, L., Palmer, H.E., Thorndike, E.L., & West, M.P. (1936) Interim Report on Vocabulary Selection for the Teaching of English as a Foreign Language, London: P.S. King & Son, Ltd.

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Spache, G. (1953) A new readability formula for primary-grade reading materials. Elementary School Journal, 53, 410-413.

Taylor, W.L. (1953) "Cloze Procedure": A new tool for measuring readability. Journalism Quarterly, Fall, 415-433.

X. Methods and Theories of Vocabulary Frequency Analysis

This section includes selected references for articles addressing methods, principles, and theories related to vocabulary frequency analysis. Topics discussed include statistical principles of sample analysis, principles of word-frequency distribution, mathematical models of language, and computer analysis of word frequency and content of conversation, texts, and written output. Categories within this section include:

A. Methods of Content/Vocabulary Analysis
B. Theories of Vocabulary Frequency Distribution and Language Prediction

A. Methods of Content/Vocabulary Analysis

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Johnson, W. (1944) Studies in language behavior: A program of research. Psychological Monographs, 56, 1-15.

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B. Theories of Vocabulary Frequency Distribution and Language Prediction

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Shannon, C.E. & Weaver, W. (1959) The Mathematical Theory of Communication, Urbana: University of Illinois Press.

Underwood, B.J. & Schulz, R.W. (1960) Meaningfulness and Verbal Learning, Chicago: J.B. Lippincott Co.

Zipf, G.K. (1935) The Psycho-Biology of Language, Boston: Houghton Mifflin Co.

Zipf, G.K. (1935) Observations of the possible effect of mental age upon the frequency-distribution of words, from the viewpoint of dynamic philology. Journal of Psychology, 4, 239-244.

Zipf, G.K. (1942) Children's speech. Science, 96, 344-345.

XI. Differences in Word Frequency and Use by Communicative Mode

This section lists selected references that discuss potential effects of communicative modes on the aspects of linguistic production. Different types of communicative modes discussed include spoken, handwritten or typewritten conversation; problem solving using speech, writing, typing or a variety of communicative devices; and interacting with a computer or machine by a variety of input methods. Potential modality effects on language discussed in these articles include changes in length and complexity of language, linguistic or problem solving style, speed of communication, ease of operation of communicative mode, and cognitive processing load of using various arrangements within communicative modes. Topic headings in this section include:

A. Qualitative/Quantitative Differences in Communication by Modality
B. Information Processing/Cognitive Limitations for Different Communicative Modes

A. Qualitative/Quantitative Differences in Communication by Modality

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Chapanis, A., Ochsman, R., Parrish, R., & Weeks, G. (1972) Studies in interactive communication: I. The effects of four communication modes on the behavior of teams during cooperative problem-solving. Human Factors, 14, 487-509.

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Provins, K.A. & Glencross, D.J. (1968) Handwriting, typewriting, and handedness. Quarterly Journal of Experimental Psychology, 20, 282-289.

Root, R. & Sadacca, R. (1967) Man-computer communication techniques: Two experiments. Human Factors, 9, 521-528.

Weeks, G. & Chapanis, A. (1976) Cooperative versus conflictive problem solving in three telecommunication modes. Perceptual and Motor Skills, 42, 879-917.

B. Information Processing Consideratios for Different Communicative Modes

Coffey, J.L. (1961) A comparison of vertical and horizontal arrangements of alpha-numeric material- Experiment 1, Human Factors, 3, 93-98.

Kerr, B. (1973) Processing demands during mental operations. Memory and Cognition, 1, 401-412.

Millar, K. (1975) Processing capacity requirements of stimulus encoding. Acta Psychologica, 39, 393-410.

Ogden, W.C., Martin, D.W., Paap, K.R. (1980) Processing demands of encoding: What does secondary task performance reflect? Journal of Experimental Psychology: Human Perception and Performance, 6, 355-367.

Paap, K.R. & Ogden, W.C. (1981) Letter encoding is an obligatory but capacity-demanding operation. Journal of Experimental Psychology: Human Perception and Performance, 7, 518-527.

Schneider, W. & Shiffrin, R.M. (1977) Controlled and automatic human information processing: I. Detection, search, and attention. Psychological Review, 84, 1-57.

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Shaw, M. (1978) A capacity allocation model for reaction time. Journal of Experimental Psychology: Human Perception and Performance, 4, 586-598.

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XII. Bibliographies/Reviews of Vocabulary Frequency Studies.

This section lists resources which reference or review studies of vocabulary frequency and wordset analysis. Studies included in the review listing either discuss word frequency studies singly, or compare relative merits and problems of different approaches to word frequency analysis.

A. Bibliographies

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Foran, T.G. & Rock, R.T. (1930) An annotated bibliography of studies relating to spelling: Supplement No. 1. The Catholic University of America Educational Research Bulletins, 5, 1-24.

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Rosenzweig, M. & McNeill, D. (1962) Uses of the semantic count in experimental studies of verbal behavior. American Journal of Psychology, 75, 492-495.

Seashore, R.H. (1949) Implications of the Seashore vocabulary report. Elementary English, 26, 407-413.

Shapiro, S.I. & Gordon, G. (1971) Contemporary norms of word and phonetic frequencies. Journal of Verbal Learning and Verbal Behavior, 10, 92-94.

West, M.P., Swenson, E., et. al. (1934) A critical examination of Basic English. Bulletins of the University of Toronto Department of Educational Research, Bulletin No. 2, 1-53.

Williams, H.M. (1932) Some problems of sampling in vocabulary tests. Journal of Experimental Education, 1, 131-133.

Selected Master's Theses Related to Word Frequency Analysis

Anderson, M.A. (1926) A measure of the quality of the adult writing vocabulary. Master's Thesis, University of Iowa.

Ausherman , M. (1950) Formal spoken vocabulary of college students. Master's thesis, Ohio State University.

Battit, A. et. al. (1955) The spontaneous speaking vocabulary of children in nursery-kindergarten, grades one, two and three. Master's thesis, Boston University.

Beck, M. (1928) An analytical study of the vocabulary of twelve primers. Master's thesis, Peabody Teacher's College.

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Campbell, J.T. (1940) A study of word group frequency found in elementary school readers. Master's thesis, Teachers College, University of Cincinnati.

Carrigan, M.D. (1941) Infant readers and vocabulary. Ed.B. Thesis, Glasgow University.

Cesander, P.K. (1925) A basic high school spelling list. Master's Thesis, University of Iowa.

Corcoran, C., et. al. (1956) The speaking vocabularies of children in kindergarten, grades one, two and three. Master's thesis, Boston University.

Cox, M.A. (1929) Vocabulary of third grade children's letters. Master's thesis, Colorado State Teachers College.

Cullinan, J. et. al. (1956) The speaking vocabularies of children in kindergarten, grade one and grade two. Master's thesis, Boston University.

Dempsey, K., et. al. (1956) A compilation, classification, and comparison of lists of spontaneous speaking vocabulary of children in kindergarten, grades one, two and three. Master's thesis, Boston University.

Gerlach, F.M. (1917) Vocabulary studies. Master's thesis, Colorado college.

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Lorenz, E.L. (1929) The writing vocabulary of third grade children. Master's Thesis, University of Iowa.

McKee, G.M. (1924) The vocabulary of children's themes. Master's Thesis, University of Iowa.

Miller, N.S. (n.d.) Critical analysis of vocabulary of ten 3rd grade readers. Master's Thesis, University of Iowa.

Miller, S.M. (1916) A critical analysis of the vocabulary of nine 3rd grade readers. Master's Thesis, University of Iowa.

Nowlin, E.W. (1931) The vocabulary of sixth-grade children's themes. Master's thesis, Colorado State Teacher's College.

Oberman, M.H. (1933) A study of the degree to which the written vocabulary of children has been determined. Master's thesis, University of Iowa.

Phares, M.L. (1923) A study of the classroom spoken vocabulary of seventh and eighth grade pupils: Its possible bearing upon the proglems of spelling. Master's Thesis, University of Iowa.

Powell, M. (1926) The written vocabulary and spelling efficiency of rural school graduates in Missouri. Master's thesis, University of Missouri.

Pratt, H.D. (1932) The vocabulary of fifth-grade children's themes. Master's thesis, Colorado State Teacher's College.

Price, E.M. (1955) Comparison of recorded vocabulary of children in kindergarthen through grade three with I.K.U. and Gates' lists. Master's thesis, Boston University.

Riddle, C.C. (1929) The vocabulary of fifth-grade children's letters. Master's thesis, Colorado State Teacher's College.

Sharp, W.S. (1929) The vocabulary of fourth-grade children's letters. Master's thesis, Colorado State Teacher's College.

Simpson, M. (1929) The vocabulary of children's letters. Master's thesis, Colorado State Teacher's College.

Vasey, F.T. (1918) Determining the vocabulary of public school children. Master's thesis, University of Iowa.

Wallace, B.J. (1954) A quantitative analysis of consonant clusters in present-day English. Master's thesis, University of Michigan.

Warning, W. (1917) An investigation of the word usage in adult correspondence. Master's thesis, University of Chicago.

Weaver, J.N. (1954-55) A study of word frequency in the oral vocabulary of kindergarten children. Master's thesis, San Jose State College.

Williams, B.H. (1926) A critical evaluation of investigations of children's writing vocabularies. Master's thesis, University of Iowa.

Williams, E.D. (1932) A comparative study of word lists. Master's thesis, University of Kentucky.

Wilmarth, A. (1926) The vocabulary of rural children's themes. Master's thesis, University of Iowa.

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Bryan, F.E. (1952) The size of children's vocabularies. Doctoral dissertation, University of Pittsburg.

Comstock, E.M. (1975) Limited capacity central attention mechanisms. Dissertation Abstracts, 36, 933-B.

Crowder, C. (1924) A study of the spelling vocabulary of representative businesses of St. Paul and Minneapolis. Unpublished study.

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Fitzgerald, J.A. (1931) The vocabulary, spelling errors, and situations of fourth, fifth, and sixth grade children's letters written in life outside the school. Doctoral dissertation, State University of Iowa, Iowa City.

Fennell, E.L. (1924) An analytical study of the vocabularies used in primary readers. Unpublished study, University of Chicago, Dept. of Education.

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McCormick, S.H. (1976) Syntactic complexity and vocabulary diversity in two groups of children's books. Doctoral dissertation, Ohio State University.

McKee, P. Vocabulary of grade children's letters. Unpublished study on file in the Education Office, State University of Iowa, Iowa City.

Monroe, G.K. (1965) Phonemic transcription of graphic post-base affixes in English: A computer problem. Doctoral dissertation, Brown University.

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Portnoy, S. (1968) A comparison of oral and written verbal behavior. Doctoral dissertation, Columbia University, New York.

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